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ABSTRACT

The Walking Advisement program at Crittenden Middle School in Armonk, New York was started during the 1984-1985 school year. It was based on the work of Alfred Arth, a middle school specialist at the University of Wyoming. Essentially, the program attempts to expand the guidance function of the school by bringing faculty and students together to discuss a variety of issues of significance to both adolescents and the educators working with them. Through structured, small-group discussions, students and their teachers (advisors) explore issues relevant to middle school life. Discussions are limited in scope and time; 20 minutes is the usual allotment. Advisors function as discussion facilitators, focusing their groups on the essential elements of the topic. Originally launched as a pilot program with seven teachers, the Walking Advisement program currently serves all the students at the middle school. Renamed T.A.C. (Thoughts About Crittenden), the program is offered approximately two Fridays each month, before the first period of the day. Scripts serve as discussion guides and are distributed to advisors in advance of T.A.C. sessions. The assistant principal coordinates the program and serves as script writer. Faculty and student evaluations are conducted periodically during the school year; the program has met with support from teachers, students, and parents. This document contains a number of Walking Advisement discussion scripts. (Author)

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WALKING ADVISEMENT: PROGRAM DESCRIPTION

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Walking Advisement discussion scripts are attached.

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T.A.C.

The Accomplice

Introduction: Students are sometimes asked by friends or fellow students to do things they do not want to do. They become an accomplice, a participant, in a difficult situation.

Situation I

Suppose you are eating lunch with a friend and he/she says to you, "Hey, I didn't get to do the homework last night. I'll fail if I get one more zero. Let me copy yours before class."

What do you say? (Students may respond in writing or orally. Ask volunteers to share answers aloud.)

Situation II

You are in the middle of a test and the teacher's back is toward the class. Your good friend (who sits next to you) asks for help for a certain question. He/she wants to see your paper.

What do you do? (Again - have students respond - share answers.)

Question - How are Situations 1 and 2 alike?

Question - What are some other similar situations in which students are asked to become accomplices?

Question - How do students feel when they become accomplices?

Question - Why do they participate in these acts?

Question - How can you avoid becoming an accomplice?

Question - What would you like to say to a friend or acquaintance who asks you to help him out by being dishonest or breaking rules?

TAC Script

After School Activities

Objective:

To determine whether pupils are interested in participating in other school activities, and what specific activities they would prefer.

Questions:

1. Do you participate in after school activities, and why?
2. What specific activities would you like to have offered?
3. Do you have any suggestions about when the activities should be scheduled?
4. In addition to teachers supervising these activities, do you think pupils knowledgeable in certain areas also should help in these activity areas?
5. Do you have any suggestions to help make the program more attractive and effective? What are they?

TAC Script

Assembly behavior

Objective:

To set up ground rules for behavior at assemblies.

Questions:

1. Why do we have to go?
2. Why do we have to sit with our class or assigned section?
3. Why can't we whistle?
4. Do we have to stay if it is boring? Why?
5. What are some general rules that would help performers and audiences enjoy assemblies?

TAC Script

Cheating

Objective:

To increase awareness of what constitutes cheating and why students cheat; to reduce cheating by making students more sensitive to its dishonesty, providing alternatives, and establishing penalties.

Questions:

1. What is cheating?
2. Give different examples of types of cheating done in school; e.g. copying directly from a book.
3. Why do students cheat?
4. Where do students cheat?
5. Can you give examples of adults cheating?
6. What is the difference between working together, getting help from a friend, and copying someone else's work?
7. Should you give credit to someone who helped you? How?
8. What can teachers do to discourage or eliminate cheating?
9. What penalties would you suggest for cheating in school?
10. Should all forms of cheating in school be equally treated? Why or why not?

DRAFT SCRIPT FOR T.A.C. SESSION OCTOBER 31, 1986

Introduction: The purpose of this TAC time is to elicit from the students what their concerns are. The results will be tabulated and presented to the parents and school staff in November. We hope they will be useful in determining Parent Education themes for the school and PTA, and pointing out areas of concern to the students which may need to be addressed in some other way- curriculum, guidance counselors, etc. We are not asking the students to fill out a questionnaire as we felt that may "shape" their responses too much and hinder their imaginations. We hope that you will be able to guide the responses appropriately. Please select one reliable student to collect the response sheets, place them all in a large manila envelope and take them to the Guidance Office. Please jot down the issues that came up in discussion, and place that in the envelope also.

Advisor: During this TAC time, we are going to discuss how you feel about the way things are going in the Middle School, what kinds of issues concern you, what you're feeling pressure about. What we are trying to find out is how you are feeling about your self, your friends, your school and life in general right now. These may be big problem areas - such as being afraid of a war - if you are spending alot of time thinking about that. Or they may be closer to home, but still very important to you and your friends - such as taking the late bus home. This should <u>not</u> be a gripe session about any certain teacher or the school lunch program. I will be giving you time at the end to write down some of your concerns and to indicate your grade - no names, please. I've asked _____ to collect the response sheets at the end of TACtime and take them directly to the Guidance Office.

BEST COPY AVAILABLE

The sheets will be read and the results, a list of the main concerns of the Crittenden students, will be presented to your parents at an evening meeting next month. This way we hope to find out what is on your minds and we'll look at how to work together on any problem areas that arise. Let's start by talking about some of the issues brought out in the assemblies you all attended recently with the Rye Youth Players? What were the skits about? Would you like to have seen skits on other issues?

Advisor: What about your friends? What things bother them; are there some things they are doing that concern or worry you.
Students: (May mention things like they know people who cheat on tests, who smoke cigarettes, lie to their parents, have parties when their parents are away, etc.)

Advisor: What are some other concerns you might mention?
Students: (A sample of responses may include <u>scholastic</u> concerns - not making good grades, not being asked to be in accelerated classes, too much homework; <u>social</u> concerns - peer pressure, not being popular, experimentation with alcohol and drugs; <u>family</u> concerns - abusive or alcoholic parents, parents away alot and student home alone, alot of pressure to excel; <u>adolescent</u> concerns - relationships with oppostie sex, changing body, new feelings) Try to elicit some of these.

Now, I'll give you a few minutes to write down some concerns you have, or some concerns your friends have. Please remember to put your grade in the upper right hand corner, fold the paper in half and put it in the envelope when you are done.

TAC Script

Feeling of belonging for each student

Objective:

To help bridge the gap between grade school and middle school and high school.

Questions:

1. How did you feel when you came into middle school?
2. What was the biggest concern you had?
3. Whom can you go to talk with about your concern?
4. What is one thing you would change about this school?
5. What is your greatest concern about going to high school?

TAC Script

Hall Behavior

Objective:

To improve hall behavior through less occurrence of running and pushing, so that it becomes easier and safer for students and teachers to get to a class on time.

Questions:

1. Why do you feel running is not allowed in the halls?
2. Have any of you ever been late to class because of hallway traffic?
3. Do you feel enough time is given between periods to get to class?
4. What certain behaviors by fellow students annoy you in the hall?
5. What could we do to help the problem of hall behavior? (preferably make a list)

AC
HOMEWORK

October, 1985

INTRODUCTION: Several teachers have noted that a large number of students do not do their homework.

Question: What are some excuses that students give for not doing homework? (List on board, if convenient.)

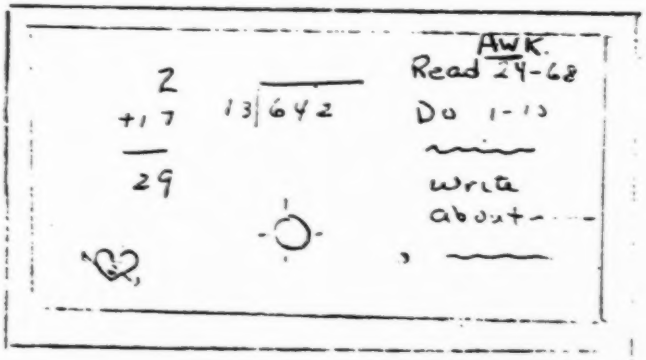
Question: If you were the teacher, which of the above excuses would you accept?

Question: Why do teachers give homework?

Question: How do you keep track of these homework assignments?

Question: How much homework do you generally get each night?

Finally- What suggestions do you have for improving this homework problem? (These may be written down, collected and read, and handed in with the evaluation sheets.)



TAC Script

HUMAN RELATIONS

Objective:

To become more aware of the effect our behavior has on members of the school community - peers, teachers, custodial and secretarial staff, etc.
To help our school community become a more comfortable and harmonious place.

Questions:

1. What does the term human relations mean to you? (Define it)

2. What specific behaviors on the part of other students display a lack of consideration for the feelings of others?

3. What specific behaviors on the part of other members of the school community display a lack of consideration for the feelings of others?

4. How can behaviors which we call "good manners" help to establish a feeling of respect and concern for others? List five acts of courtesy that we can consider.

5. What one thing could you do in each of the following settings to make a fellow-student or an adult feel that you care about their feelings?

Cafeteria	Library
Classroom	Hall
Bus	Auditorium
Office	

TAC Script

Identity development

Objective:

The student will develop a feeling of identity and belonging within the school.

Questions:

1. What are your needs as a person at H.C.C.?
2. How can your needs be met?
3. What are some ways you can help others meet their needs?
4. At present, how are your needs being met?
5. What are some ways that students and teachers can work together to make this a better environment?

T.A.C. Script

"In or Out?"

The following comments have been heard around the school.

"You're either in or out around here. If you're in the good group, you know you're ok. If you're not, maybe you should change."

"Some kids think they're so wonderful that they don't have any problems. They make fun of everyone else."

"There are so many cliques. It's a problem because people judge you by'who'your friends are."

"I don't care what group I'm in. If somebody likes me, that's fine. If you don't like me, that's not my problem."

Ask

1) Are the above descriptions accurate? Are there "ins" & "outs"? Cliques? How do these groups get started? Who decides who will be in or out?

2) What are the benefits of being "in"?

3) How do you think it feels to be one of the outsiders? Should people change to be liked?

4) Why do teachers get concerned about cliques? Isn't it just students' personal business?

5) Nations which have had conflicts with others have sometimes tried to practice "peaceful coexistence" in order to avoid problems. What steps can be taken to ensure "peaceful coexistence" among students at H.C.C.?

TAC Script

KEEPING THE SCHOOL CLEAN

Objective:

To promote an appreciation for an aesthetically pleasing school environment and to encourage a cooperative spirit to maintain it as such.

Questions:

1. How does the cleanliness of our environment affect us?
2. Do you believe that cleanliness is a problem in our school building? List specific problems that you perceive anywhere in the building.
3. Should there be different standards of cleanliness for our homes, as opposed to school and other public places?
4. What can the students and other members of the school community do to keep the school clean? List 5 things.

The Limits of Friendship

Sometimes, the actions of friends can place us in difficult situations.

Consider the case of Mets pitcher Dwight Gooden. Shortly after his entrance into a drug abuse program; some reporters hinted that friends on the team knew about his problem but did nothing. A former teammate then announced that he had known that Gooden had a problem well before it was reported.

Now, consider this possibility.

Your friend has continually been leaving his/her lunch tray at his/her table in the cafeteria. Since s/he usually finishes first, you frequently get accused of littering the table. One day, you are told that you will be assigned clean-up duty for failing to keep your table clean. What should you do?

If you decide to complain about the punishment, what should you do if you are asked to name the person who is leaving the mess?

How could this situation have been avoided?

Next, what do you think of the following situation?

It's almost the end of the school year. You've got a big test next period. On your way to the class, your friend comes over to you and says that s/he must speak to you immediately about a big problem. You know that if you stop to talk, you'll be late for the test.

What factors would you weigh as you consider what to do?

What would you decide?

Is there any way out of this mess?

Finally, consider this scenario.

You've had a suspicion that one of your friends has been taking things from classmates. While outside at lunchtime one day, you observe the friend taking money from a girl's unguarded pocketbook. The friend has not seen you.

What factors would you consider as you decide what to do?

After exploring each of the situations described above, ask students to compare the situations; i.e. how are they similar or different?

Finally, ask the group to determine whether there are limits to what friends can demand. Try to elicit the values which students consider more important than merely following the wishes of a friend. Please note these values on the back of the faculty evaluation form.

TAC Script

The Lunchroom

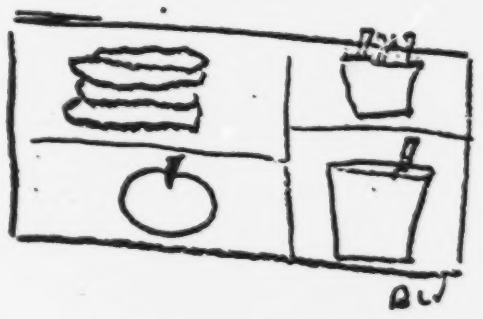
Objective:

Students will identify problems in the lunchroom and propose solutions.

Step 1: Introduce topic. Ask students to react to the topic in relatively free-form fashion. This should elicit many negative perceptions of the lunchroom. If it does not, you may want to ask, "What are some of the problems that occur in the lunchroom?

Step 2: Follow up with such questions as, "What do you like about lunchtime?"

Step 3: Lead the group to problem-solving by asking the group to consider specific ways of improving the lunchroom. (Try to avoid concerns about the food itself) Each group should record its suggestions and submit them. You might note that since lunch is a school-wide activity, it makes sense to share ideas with others. (Please include advisor name on lists)



TAC Script

Lunchtime

There has been an increase in lunchtime problems. We checked with some other schools to find out how they handle lunchtime procedures. We found two examples.

School #1

Students take assigned seats. They are given the first half of the period to eat. At the end of the allotted time, a teacher blows a whistle. Students then begin to clean up. After clean up, tables are inspected for cleanliness. Then students are allowed to go to the playground. On nice days, all students must go out. On rainy, snowy or cold days, no one is allowed to go out. No running is permitted in the schoolyard; if the noise level gets too high, a whistle is sounded and all students must stop talking or moving. At the end of the period, students must reenter the building silently.

School #2

Students are given only twenty five minutes to eat lunch. At the end of this time, the cafeteria is closed. Students are then sent either to the library, gymnasium, or music rehearsal rooms. A small number of students are allowed outside to play basketball or handball. Students going outside are supervised by aides; they are not allowed to leave the playing courts at any time. Students misbehaving in the lunchroom or in the activities which follow must report for at least three days to a quiet study center during their lunch periods. Talking or moving about is not permitted in this room.

Questions:

1. How are lunch arrangements in the two schools different than Crittenden's? (Try to elicit specific differences)

2. Both schools report very few problems at lunch. To what do you attribute these results?

3. Which of the policies used at the other schools should be adopted to improve lunchtimes at HCC? How would these changes improve the situation? (If students do not want to adopt any of the above policies, ask them to discuss the reasons for their opinions)

4. Would a silent study center reduce rules violators at lunchtime? Why or why not?

5. What other changes would help improve the lunchroom? (These may be listed on the back of this sheet)

T.A.C. Script - February

Topic: Lunchtime Games and Equipment

This month's topic evolved from student concerns about improving the lunchroom. We would like to elicit student suggestions for lunchtime activities, particularly procedures which would enable students to become responsible for the maintenance and proper use of equipment.

With this in mind, please read the introduction to students. Then pose the questions which follow. Try to develop a consensus among your advisees and record answers on the white sheet enclosed (a student should be appointed for this purpose.) For question #4, the three or four most common answers should be noted.

Introduction:
(for students) As you may know, some students have asked the school to provide games and sports equipment to be used during lunchtime. We would like to provide some of these games and materials, but we need your help to determine what to purchase and how to maintain all equipment so that things do not get lost or damaged.

As you talk about this topic, keep in mind the following:

- All materials must be shared by lunch periods 4, 5 and 6.
- We must keep all equipment in good shape. We cannot replace games or parts of games.
- The materials must be shared fairly among the students.

Discussion Questions:

1. What kind of check-out - check-in system should we have to make sure things don't get lost or damaged?
2. At what time during lunch should students be permitted to borrow materials?
3. What penalties should be enforced for misuse of items?

(All materials will be kept in the lunchroom and will be used only in the cafeteria or the adjacent fields.)

Finally, ask each student to name the game or piece of sports equipment that s/he would most like to use during lunch. Emphasize that game time will be a factor in games; also, a game with many pieces may not be practical.

TAC Script

Mutual Respect

Objective:

To encourage students to show respect for their peers and all adults in the school community. To encourage students to recognize when they are receiving respect from their peers and adults within the school.

Questions:

1. What is respect? How does someone show that he/she has respect for you?
2. How does it make you feel when someone shows respect for you?
3. What is disrespect? How does someone treat you when he/she is showing a lack of respect?
4. How does it make you feel when someone treats you with disrespect?
5. Who deserves respect? Why?

TAC Script

Name Calling

Objective:

To improve student behavior by lowering incidents of name calling, thereby reducing interpersonal conflicts and encouraging positive interaction.

Questions:

1. Why do you feel name calling is a problem?
2. What kinds of problems have you experienced because of name calling?
3. Why do you think people call each other names?
4. What are some helpful ways to respond to name calling?
5. What are some of the ways in which we could cut down on name calling?

TAC Script - "The Newcomer"

October, 1986

Consider the following piece of conversation which you might hear in the halls one day:

"You wouldn't believe what happened to me on "E" day." First, I missed advisor, so I had to see Miss O'Boyle. I ran to the music room but nobody was there 'cause Mooch was having an assembly. I went to my next class but before I got there, I realized I forgot my book. I headed towards my locker but you-know-who was coming down the hall, so I had to turn around. At lunch, I needed money for snack - by the time I got it, all the library passes were gone. Now I have to go to the computer lab and stay after for L.A. I guess I'll take the late bus."

1. Please distribute the dialogue to each advisee.

2. After each student has read the story, ask the following questions:

    1. Which terms and expressions in the story are "Crittendenese"? (relating to things at the middle school)

    2. What are other parts of your "Crittendenese" vocabulary?

    3. How does "Crittendenese" make it difficult for new students in the middle school? What other difficulties might new students encounter in their first days at HCC?

    4. (If time allows) Ask the group to determine the three most important things to know about HCC as a new student.

3. At the end of the period, please distribute and complete the evaluation forms.

Thank you for your cooperation.

TAC Script

Noise Pollution

Objective:

To reduce the level of noise pollution in school.

Questions:

1. What is "noise pollution"?
2. Do you contribute to noise pollution in the school?
3. Does noise pollution offend you personally?
4. What specific noise pollution bothers you most?
5. How would you go about reducing noise pollution in the school?

POPULARITY

Students have suggested that we discuss "popularity" at a TAC time session. We are interested in hearing your ideas about this intriguing subject.

Question: What do you mean when you say that someone is popular? Is popularity the same for boys and girls? If not, what are the differences?

Question: How would you describe a popular person? Please fill in the chart below.

A POPULAR PERSON

	usually	rarely	depends upon the person
a. gets good grades			
b. works hard at school work			
c. is helpful to others			
d. is responsible			
e. is dependable			
f. is interesting to be with			
g. is considerate of others' feelings			

Question: Are there qualities you value in a good friend besides popularity? If so, what are they?

Question: Is there anything that is not so good about being popular?

Finally, On a scale of 1-5 (5 is the highest) how important is it for you to be popular? Why?

TAC Script

Put-ups and Put-downs

Objective:

The incidences of unkindness will decrease.

Questions:

1. How do you feel when you are "put down"....."put up"?
2. Why do people put others down?
3. How does a person get out of the habit of putting others down?
4. What can you do when you are put down?
5. What can you do instead of putting others down? ....a positive action.

T.A.C.

School Discipline

Introduction:

This year, we are considering writing a new student handbook. One of the areas to be covered is school discipline.

1. How did you find out about the school rules?

2. What rules would you include for each of the following categories:
   a. Classroom behavior

   b. Hallway behavior

   c. Behavior in the cafeteria, auditorium

   d. Behavior at special events (dances, field trips, activity days, etc.)

3. What are the two most important school rules?
   1.

   2.

TAC Script

Sharing

Objective:

To build a trusting relationship between the advisor and advisee.

Questions:

1. Whom do you go to for help on school matters?
2. Whom do you go to for help on matters concerning your life outside of school?
3. What kind of person do you most generally like to talk to?
4. Whom do you go to when you want to share something good about yourself?
5. What would I (as advisor) have to do in order for you to feel free to talk to me?

TAC Script

Stealing I

Objective:

Students will discuss the issue of stealing to identify problems and develop a climate which supports honesty and positive values.

Questions:

1. What is stealing?
2. Why do students steal?
3. What are some of the items they steal?
4. Has anything ever been stolen from you? What?
5. Why is stealing so difficult to stop?
6. How can we help stop stealing?

(Script may be used in conjunction with Stealing II)

TAC Script

Stealing II

Objective:

Students will discuss the issue of stealing to identify problems and develop a climate which supports honesty and positive values.

SITUATION: Your teacher has issued you a new social studies book for the semester. You will be using it for all major assignments. It is an expensive book to replace; its cost is $20.00. In addition, the teacher has advised you that there are no extra books around- all books have been distributed to her classes.

You lose your book. The day that you notice it is gone, you are eating lunch and you notice a social studies book lying in a corner of the lunchroom. You notice that it has no cover, but there is a name of a student inside it. You do not know that student.

What do you wish to do? Check one.

A. ☐ → Quickly pick up the book while no one is looking and tuck it in with your books or hide it under your jacket. When you get back to the room you will write your name in it in ink; tonight you will cover it and put your name on the cover.

B. ☐ → Pick the book up and bring it to your teacher. Tell her where you found it. She will find the owner.

C. ☐ → Leave the book on the floor.

D. ☐ → Leave the book on the floor. You will come back later and if the book is still not claimed, you will say it is yours and write your name in it.

QUESTION: If "A" is a tempting thought, do you consider that stealing? Yes____ No____

QUESTION: If you have indeed lost your book, is there a way you can solve your problem about replacing it? If so, how?

TAC Script

STUDENT USE OF LOCKERS

Objectives:

To improve locker use by limiting the number of times lockers are opened; to reduce noise and traffic around lockers, and therefore improve hall traffic flow and hall behavior; to improve safety and ease for all concerned to arrive at classes on time.

Questions:

A. Why do you think there are rules regarding use of lockers?

B. Have any of you ever been late to class because of using your locker?

C. Do you feel enough time is given for use of lockers for your total day's needs?

D. What particular behaviors by fellow students annoy you in regard to locker use?

E. What could we do to help the problem of locker use? (Make a list.)

TAC Script

Substitute Teachers I

Objectives:

Students will improve attitudes and behavior towards substitute teachers.

Questions:

1. How do students treat substitute teachers?
2. What are some of the things that students do with "subs" that they do not do with their regular teacher?
3. Do students treat all substitute teachers the same? If not, what differences are there?
4. Why do you suppose they do these things with the "sub"?
5. What problems does a "sub" have that the classroom teacher does not have?
6. How do you feel after a day of fooling-around/no work/ lots of scolding with a "sub"?
7. How can we help subs to do their jobs?

(Script may be used in conjunction with Substitute Teachers II)

TAC Script

Substitute Teachers II

THE SITUATION: Your teacher is absent and the "sub" arrives. She is a neighbor of yours and an acquaintance of the family's. She has not had much experience in your school. The morning has been chaotic. Students switch names, throw papers, drop books, and interrupt each other. Little work is accomplished. It is now after lunch. You and the class arrive a few minutes early. The students are planning a particularly mean trick on her during the next period. You are talking to a classmate who also lives on your street and knows this "sub". The "sub" will arrive in just a few minutes. What do you do:

1. Nothing. Join in the trick with the rest of the class.
2. Nothing, but you do not join in the trick when it occurs.
3. Go out to the "bathroom" Instead hurry to the main office and tell the principal or assistant principal to drop by the room in a few minutes.
4. Leave the room. Meet the "sub" before she enters the room and warn her of the danger.
5. Try to talk the kids out of their idea. Say it's "dumb" and will get them into trouble.

T A C Script

A Tale of Two Schools

School "A" is a middle school located in Brooklyn in a building constructed around 1915. It's overcrowded; in order to have enough rooms for all the students, some students come in early, while others stay until almost four o'clock. Most of the area around school "A" is rundown. There are abandoned houses on the same block as the school. Many of the students in school "A" cannot read well; a similarly large number have trouble with math. Despite these problems, the school has a reputation for spotlessness. There is very little litter in the halls and virtually no graffiti or vandalism.

School "B" is a middle school located in a Long Island suburb. The building was erected in the early seventies. Equipment is up-to-date. Class sizes are much lower then school "A's". The area around the school is graced by well-kept single family homes. Many people moved to the district because its school system has a good reputation for academic achievement. Despite this, the school has suffered a good deal of vandalism. The outer walls of the school are frequently covered by graffiti. Locker rooms have similar problems. School rules prohibit vandalism, but this seems to have had little effect.

Questions

1. Why are the descriptions of the schools surprising?

2. Ask the group to brainstorm reasons why school "A" is so well kept. You may also consider what is wrong with school "B".

3. In school "B", a student told a staff member that, "You shouldn't care about graffiti in the bathrooms. After all, they're our bathrooms!" How do you feel about this statement?

4. Ask the group to consider if any of the explanations generated by question #2 would be appropriate to help control graffiti at H.C.C. (the problem is most apparent in bathrooms)

5. In general, how can we get students to care more about the appearance of our building?

This month's activity evolved from student comments which were voiced last year.

The topic, test anxiety, seems to mean different things to everyone. Some students may identify very much with the topic, while others may state that they are relatively unaffected by the phenomenon. It is a rare student, however, who has not experienced some form of anxiety when confronted by a difficult school task.

The format this month is more traditional.

- First, read the scenario to the group.

- Elicit descriptions of test anxiety. How do students feel when they're anxious? What mannerisms do they adopt?

- Brainstorm some solutions for the problem.

- Ask a recorder to jot down suggestions about how to combat test anxiety. Try to develop both short-term and long-term solutions.

By the time she entered her math class, Alison Wundaland knew that the math test was a "killer". Everyone she talked to said it was difficult, even the smarter kids who did well on everything!

When she sat down at her desk, Alison tried to remember all that she had studied the night before. She looked at the first example. Luckily, it was easy. The next example, though, was different. In fact, Alison had no idea about how to solve it. The next problem was worse. Looking around her, Alison thought that everyone seemed calm. She seemed to be the only one having trouble! Suddenly, Alison found it difficult to work. All she could think about was what would happen if she got a poor grade. What should she do now?

INTRODUCTION: The topic for today is VANDALISM. To begin the discussion we would like you to work in small groups and decide whether each of the following five situations is a case of vandali:

Situation 1: Two students are having a rock-throwing contest on school grounds on a weekend afternoon. One dares the other to hit a classroom window. The other accepts the dare, throws and breaks a window.

Is this a case of vandalism?

Yes_____ No_____

Situation 2: The Talent Show sign-up sheet is hanging on the wall; the hallway is empty. Two students walk by. One says to the other, "That sheet is begging to be ripped off. Boy, will that cause confusion!" The students agree it would be funny and one does pull the sheet off the wall.

Is this a case of vandalism?

Yes_____ No_____

Situation 3: During lunch two students are sitting near each other. One leaves the table to get a drink of water. The other dumps a large amount of pepper in his lemonade carton.

Is this a case of vandalism:

Yes____ No_____

(continued)

The T.A.C. TIMES

Ask Dr. T.A.C.

We obtained an exclusive interview with the originator of the idea, Dr. LM. Tac. The answers to several questions are printed below.

Q. What is the purpose of T.A.C.?
A. T.A.C. is a way of discussing topics that are important to middle schoolers. Since there is not much time during the school day, we use the beginning of the day.
Q. What other purpose does it serve?
A. T.A.C. enables students to get to know each other better and helps students and advisors learn about each other.
Q. What happens to the information that is discussed during T.A.C.?
A. A lot of things. For example, students talk to each other about the day's topic. Advisors also talk about what happened. Suggestions develop from this process and the school may improve.
Q. Why do we fill out evaluation forms?
A. A lot of suggestions are contained on those forms. Sometimes, those suggestions can be used to help students and the school. Sometimes it's nice just to express and share ideas. The forms also help us decide if the topic was a good one.
Q. Any advice for students?
A. One word: participate! T.A.C. is most rewarding when everyone feels part of the group.

Results from November

46% of students said they participated a great deal.
72% of students said they would like to have T.A.C. more often.
58% of students said that they would like to share their ideas with other students.
48% of students said that they would like to share their ideas with other students.

COMING SOON:
Discipline
Lunchroom
and many more
Catch them at your advisor!